

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chalkwell Hall Junior School
Number of pupils in school	479
Proportion (%) of pupil premium eligible pupils	11.7% (56 children)
Academic year that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr A Newnham
Pupil premium lead	Miss O Sadler
Governor / Trustee lead	Mr T Moltino

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,840
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£84,840

Part A: Pupil premium strategy plan

Statement of intent

At Chalkwell Hall Junior School, our universal offer is rooted in a commitment to equity and inclusion, ensuring that every child, regardless of their background, has the opportunity to thrive academically, socially and emotionally. We understand that a child's wellbeing plays a critical role in their ability to engage meaningfully with learning, build relationships with their peers, and develop resilience for the future. Disadvantaged children in our context often face challenges that impact on their success in these areas, which can become significant barriers to learning. Therefore, this strategy is centred on promoting and enhancing the wellbeing of our disadvantaged pupils so that they feel safe, valued, supported and ready to learn.

By creating a nurturing environment where mental health is prioritised, we seek to minimise these barriers, intending to improve attendance, learning behaviours and attainment. With this in mind, the strategy outlined below is centred on these key objectives:

- Providing tailored social emotional and mental health support through counselling, mentoring and pastoral intervention.
- Enhancing pupils' emotional literacy through positive relationships and self-regulation strategies.
- Building relationships with families to increase parental engagement and address wider barriers to attendance.
- Monitoring and evaluating the impact of targeted support, both academic and wider initiatives.

This strategy endeavours to meet the most foundational needs of our disadvantaged children, including security, stability, connection, belonging and confidence, so that they aspire to reach their full potential and become the best version of themselves.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>There is a gap between the attendance of PP children (93%) and their non-PP peers (96%). 53% of our 24/25 PP cohort had attendance below</p>

	<p>National Average. Of these children, 66% were girls and 33% had an additional barrier of SEND. 15% of the 24/25 PP cohort were persistently absent; the children with this lower attendance rate were also disproportionately in Year 6. Mondays typically see lower attendance with better rates midweek.</p>
2	<p>Parental Engagement and Aspirations</p> <p>The ongoing cost of living crisis has made life increasingly challenging for some of our families. 31% of our PP families requested support with either food bank vouchers, uniform or hygiene products in the academic year 24-25. 33% of Year 5 PP families requested support for the Year 6 residential. Many are finding it difficult to afford these everyday items, but families can be reluctant to approach staff with these needs or miss communication which outlines the way that they can access support (or information about their child's schooling). As a result, disadvantaged children do not always have the same cultural capital and/or aspirations as their peers.</p>
3	<p>Behaviour and Wellbeing</p> <p>Disadvantaged pupils are needing increasing amounts of support with SEMH. Our data shows that 25% of PP children were referred to the pastoral team for support with their emotional wellbeing in the academic year 24-25. In addition, a number of logs for undesired behaviours were attributed to PP children which was disproportionately linked to playground actions, unsupervised time at the park and out-of-hours online usage. Our research shows that our pupils are predominantly using phones and tablets for gaming (24%) and social media (59%) before and after school. National research suggests that excessive use of social media is linked to poorer mental health and that disadvantaged children are at greater risk of being vulnerable online.</p>
4	<p>Attainment and Progress</p> <p>The percentage of pupils achieving year group expectations is lower than their non-disadvantaged peers and the end of KS2 data shows that 38% of PP children achieved the combined expected level for RWM, compared to 78% for non-PP. 35% of the 24/25 PP cohort also have an additional SEND barrier. This is significantly higher than the non-PP cohort, of whom 10% are on the SEN register.</p> <p>When excluding those with SEND, attainment for PP children is closer to national average, though still significantly lower than their peers (with the same exclusion applied.) PP boys without SEND are not performing as well as PP girls without SEND. The most significant disparity is in writing, then maths.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attendance	<ul style="list-style-type: none">• The attendance of PP pupils is inline or better than national average• The rates of persistent absence have fallen for PP pupils• Punctuality is sustained• StudyBugs is used consistently to keep teachers and parents informed about attendance concerns
Improved parental engagement	<ul style="list-style-type: none">• All parents of PP children attend parent consultations in October and March (and ISP reviews as appropriate)• A family member of each PP pupil attends Year Group performances and open afternoons• All PP children attend at least 1 club or enrichment event• PP children consistently wear the correct uniform and are well-equipped for school (including PE kit, water bottles, snacks)
Improved wellbeing and behaviour	<ul style="list-style-type: none">• CPOMs logs of undesired behaviours decrease (particularly relating to online behaviours)• Children use the language and tools of Zones of Regulation regularly• Clear tracking of pastoral pathway with regular review• The % of PP pupils participating in Online Safety Week is higher than last year (19%)
Higher levels of attainment for PP children	<ul style="list-style-type: none">• The % of PP pupils achieving expected standard is higher in reading, writing and maths• Internal tracking shows that assessment data has led to timely and impactful targeted intervention• PP boys' attainment in writing is improved to be in line with girls'

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 27,524.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide greater opportunities for verbal feedback by deploying LSA support impactfully and/or creating smaller classes for English and maths based on assessment data.	<p>EEF (+ 6 months) Feedback is information given to the learner about the learner's performance relative to learning goals and outcomes. Smaller classes allow more feedback to less pupils, increasing greater progress/attainment opportunities. Feedback redirects or re-focuses the learner's actions to achieve a goal, by aligning effort and activity with outcome. It can be about the output or outcome of the task, the process of the task, the pupil's management of their learning or self-regulation, or about them as individuals. This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>EEF (+ 4 months) Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	3 & 4
Ensure quality first teaching in a whole-school approach to social emotional learning by investing in schemes of work and related CPD.	<p>EEF (+3 months) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or elements of learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>At CHJS, this takes the form of our Character Curriculum.</p>	1, 2, 3 & 4
CPD for additional DDSL to support increasing behaviour, safeguarding and wellbeing needs of disadvantaged pupils.	<p>EEF (+3 months) Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 2 & 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25,524.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver small-group academic intervention for reading, writing and/or maths as identified by class teachers.	EEF (+4 months) Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3 & 4
Track and review provision across the school by working closely with the SENDCo and pastoral team, making use of Provision Map software.	EEF (+2 months) Embedding formative assessment and sharing best practice help develop a consistent approach to monitoring progress and attainment. Regular meetings (informal weekly and formal once a term) gives opportunity to measure impact and build on success or change to allow each pupil to reach their full potential academically, be it through in class grouping attainment grouping (EEF +2), LSA Interventions (EEF +4), small group tuition (EEF +4), individualised instruction (EEF +4) or setting/streaming.	1, 2, 3 & 4
Hold progress and attainment meetings with teachers from each year group to assess and evaluate class practice, QFTL and provision for disadvantaged/ vulnerable pupils.		
One to one reading with an adult twice weekly, focused on reading fluency and promoting a love of reading.	EEF (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3 & 4
Priority participation in peer tutoring program (Maths Angels/Maths Demons).	EEF (+ 6months) Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,791

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Lead to create a bespoke Character Curriculum which promotes the core values, embeds Zones of Regulation and supports the Jigsaw approach to PSHE.	EEF (+7 Months) The evidence indicates that explicitly teaching strategies to self-regulate can be effective in supporting wider learning. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.	1, 3 & 4
Mindful Mondays as an opportunity for 1:1 check in to build relationships and support Monday attendance.	Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Learning Mentor led one-to-one counselling or small group therapy as needed.	EEF (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3 & 4
“ARTiculate” creative wellbeing sessions to support pupils who have challenges affecting emotional wellbeing.	PHE Research evidence shows that education and health are closely linked. Promoting the health and wellbeing of pupils and students through a therapeutic setting within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.	1 & 3
ELSA support x 2 for in-class mental health provision	EEF (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3 & 4

Priority access to free clubs including sports, music, art, pottery and drama.	<p>EEF (+3 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>EEF (+2 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1, 2, 3 & 4
Personalised home-work through online learning platforms and dedicated homework club to provide access to necessary support, devices and internet connection.	<p>EEF (+5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>EEF (+3 months)</p> <p>To provide equity of opportunity for those children aspiring to grammar school or at least expected standard in their end of Key Stage 2 assessments.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	1, 2, 3 & 4
Invitation to 11+ Club and SATs boosters for all Year 5 and 6 children respectively.		
Financial support for parents to allow children to take part in residential trips and visits.	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://doi.org/10.1080/14729679.2024.2312920</p>	1, 2, 3 & 4
Free weekly music lessons by a specialist peripatetic teacher with opportunities to perform in the local community.	<p>EEF (+3 months)</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 2, 3 & 4
PP parent liaison at the gate, over the phone and through dedicated email to ensure they are informed regarding upcoming events, their child's schooling and support offered	<p>EEF (+4 months)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; 	1, 2 & 3

including: Packed With Smiles, HAF, Angel Tree, foodbank vouchers, costume loan, SUFC tickets and wraparound care.	<ul style="list-style-type: none"> • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Chalkwell Passport of enrichment activities is rolled out to a second cohort to ensure equity of experience and increase cultural capital (24 activities in total, up from 12 in 24/25)	<p>EEF (+3 months)</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation <p>EEF (+2 months)</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1, 2 & 3
Individualised positive feedback on SeeSaw for submissions of creative homework and foundation subject uploads.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	2 & 3
Online Safety Awareness Week (parent workshops, family challenges, working party)	<p>EEF (+4 months)</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2 & 3

Total budgeted cost: £ 88,800

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Attainment and Progress: Y6 Outcomes

		READING			WRITING			MATHS		
Cohort		School	National	Difference	School	National	Difference	School	National	Difference
All Cohort	119	80%	75%	+5%	84%	72%	+12%	75%	74%	+1%
Dis-advantaged Pupils (PP)	16	44%	63%	-19%	56%	59%	-3%	42%	59%	-17%
Non Pupil Premium	103	85%	81%	+4%	88%	78%	+10%	76%	79%	+3%

		GPS			RWM Combined		
Cohort		School	National	Difference	School	National	Difference
All Cohort	119	75%	N/A		72%	62%	+10%
Dis-advantaged Pupils (PP)	16	25%			38%	47%	-9%
Non Pupil Premium	103	85%			78%	69%	+9%

- The end of key stage data for 2024/25 indicates that the performance of disadvantaged pupils was significantly lower than that of their peers, however, 41% of this Y6 PP cohort also have an additional SEND barrier.
- Internal data shows that this same trend exists across the key stage, with PP children without SEND mostly meeting the expected standard for their year group, though not attaining as highly as their non-PP peers.
- Reading remains a key focus, along with writing and maths, to raise attainment for PP pupils in-line with the national average. This will be addressed through whole school development as well as the targeted actions outlined in this statement.

Next steps:

Clearer tracking and review of provision and its impact using Provision Map.
SDP focus for writing and reading for pleasure.

Attendance:

	24 – 25 Attendance		
	School	National	Difference
All Pupils	96%	93%	+3%
Disadvantaged Pupils (PP)	93.5%	91.7%	+1.8%
Non-PP	96.3%	94.5%	+1.8%

- LAC/PLAC children continue to have attendance above NA
- PP pupils have slightly above NA though there is a gap with their peers.
- 15% of the PP cohort were persistently absent in the academic year 24/25
- Punctuality for PP children is good, with a couple of outliers affecting the data in this area.

Next steps:

Implementation of StudyBugs for clearer attendance reporting.

Monday morning check-ins and “menu” of attendance drivers (tortoise care, house point counters, Articulate, music sessions).

Behaviour and Wellbeing:

- New systems in place to track frequency of incidents used for proactive support.
- Pastoral systems and clear pathway to ensure there is rigour and a forensic approach for providing support for vulnerable children.

Next steps:

Implementation of new PSHE scheme to complement character curriculum.

Deployment of ELSAs to areas of most need.

Enrichment:

Year Group	Visitors/Workshops	Trips/Residentials*	Passport Experiences
3	5	5	12
4	4	4*	
5	4	6	
6	5	6*	

- 67% of PP children participated in at least one extra-curricular club this year.
- 50% represented the school in either a sporting competition, drama or music performance.
- 60% of PP children have engaged with small-group weekly music lessons and/or Rock Band.
- 8% of PP children have held roles of responsibility in their class (Junior Governors, Reading Ambassadors, Eco Warriors, Digital Leaders, Sports Leaders or Chalkwell Champions).
- 19% of PP children participated in the first Online Safety week with the majority choosing Platinum and Gold challenges.

Next steps:

Continue to roll out passport experiences (Year 3 and 4)

Use GetSet4PE to monitor club and competition experiences

Parent liaison (dedicated email or phone call) to ensure opportunities are not missed and information is shared.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	There were no eligible pupils for Service Pupil Premium at Chalkwell Hall Junior School in 2023/24
What was the impact of that spending on service pupil premium eligible pupils?	